HOW ARE WE DOING?

An Overview of Aboriginal Education Results for

Province of BC

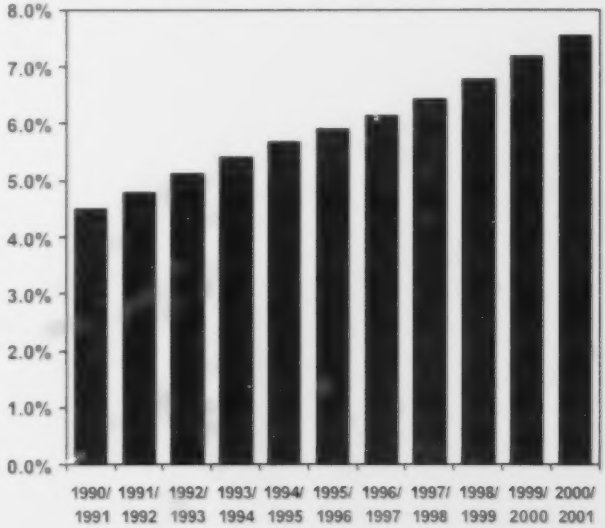
2001

Ministry of Education April 30, 2001

Why this Report?

- To improve understanding of the performance of the school system in educating Aboriginal students.
- To provide a context for examining performance and improvement.
- To raise these four questions:
  1. How are we doing?
  2. What are we doing better than we used to do?
  3. Is anyone or any group being left out?
  4. What can we do better?

Percentage of Students in B.C. Public Schools Who Identify Themselves as Aboriginal



104-07688/

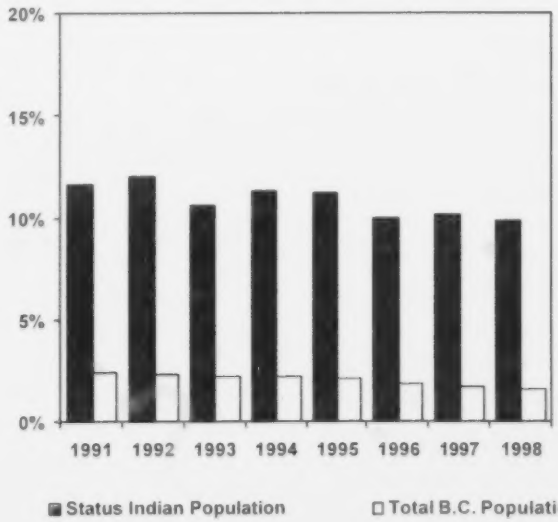
- 'Aboriginal' includes all First Nations, Métis and Inuit, both Status and non-Status, who are identified either by themselves or by parents or guardians.

- At provincial level, identified Aboriginal students are a growing percent of all students.

- At provincial level, Aboriginal students make up over 7% of the student population.

- The proportion of B.C. students who identify themselves as Aboriginal has increased from 4.5% in 1990/91 to 7.5% in 2000/01.

Percentage of Births to School Age (15-19 years) Females

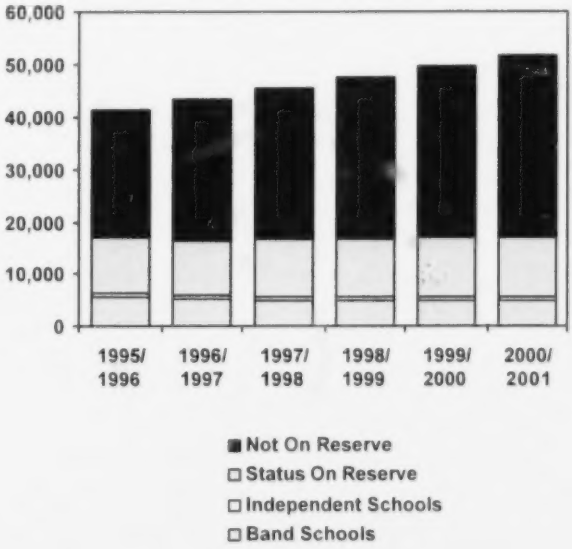


- The birth rate for 15-19 year old females is 6 times as high for the status Indian population in comparison to the total BC 15-19 year old female population.

- Pregnancy and parenthood are reasons why students may leave the school system before school completion.

- High schools without day care provide a serious barrier to graduation for young parents.

Number of Students Who Identify Themselves as Aboriginal



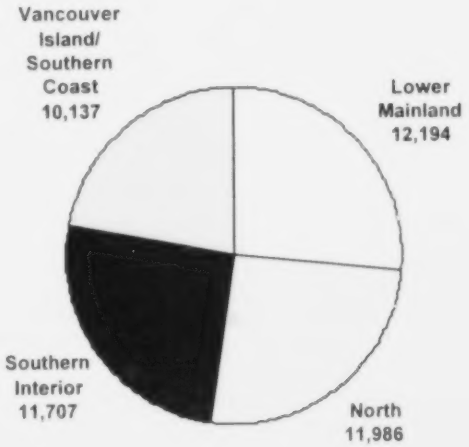
- The number of Aboriginal students in B.C. who do not live on a Reserve has increased (24,279 in 1995/96 to 34,742 in 2000/01).

- The number of students in B.C. who live on a Reserve has remained approximately the same (10,798 in 1995/96 to 11,341 in 2000/01).

- Enrolment in Band Schools in B.C. has decreased slightly (5,464 in 1995/96 to 4,926 in 2000/01).

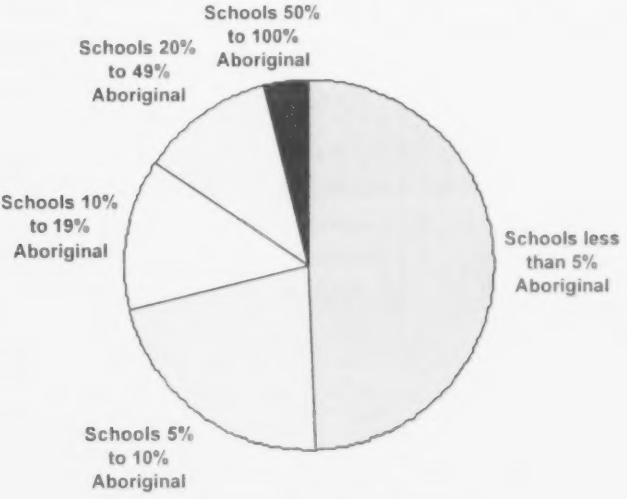
- Band Schools are funded by the Federal Government. Some Band Schools are not obliged to report enrolments.

Distribution of Aboriginal Students in Public Schools, by Region, 2000



- **Similar numbers of Aboriginal students attend public school in all four geographic regions of the province.**

Percentage of Public Schools With Percentages of Aboriginal Students, 2000

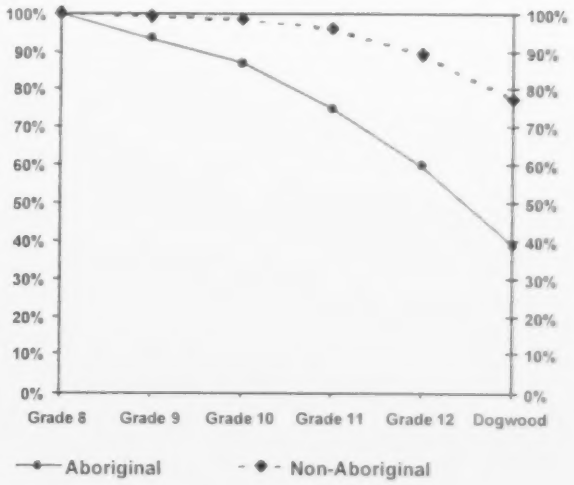

Schools 50% to 100% Aboriginal
Schools 20% to 49% Aboriginal
Schools 10% to 19% Aboriginal
Schools less than 5% Aboriginal
Schools 5% to 10% Aboriginal

- A majority of Aboriginal students attend schools where they make up less than 20% of school enrolment.

- The chart shows that 1,348 out of 1,558 public schools (86.5%) have less than 20% of students who are Aboriginal. The Aboriginal students in these schools represent 63% of all Aboriginal students.

- Only 56 out of 1,558 public schools (3.6%) enrol students where a majority are Aboriginal.

Secondary School Progress: Students in Grade 8 in 1994

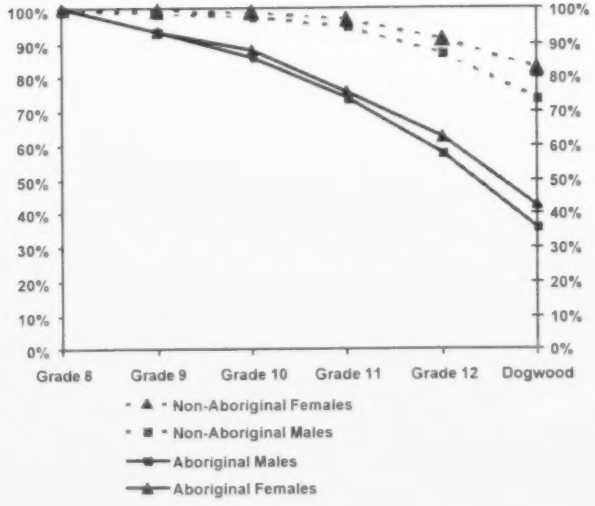


- At provincial level, 23% of Non-Aboriginal students did not complete school with a Dogwood Certificate within 6 years.

- At provincial level, 61% of Aboriginal students did not complete school with a Dogwood Certificate within 6 years.

- At provincial level, a higher proportion of Aboriginal students did not progress, at every grade level.

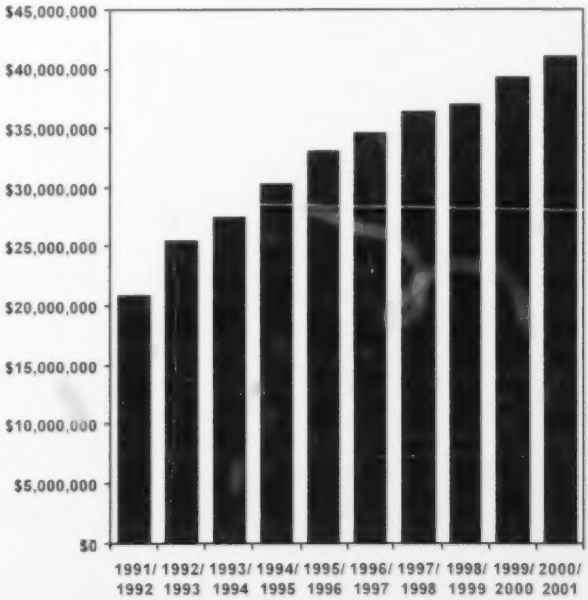
Secondary School Progress: Students in Grade 8 in 1994 by Gender



- At provincial level, females completed school with a Dogwood Certificate at a higher rate than males.

- At provincial level, gender differences in obtaining a Dogwood Certificate are slightly larger for Non-Aboriginal students than for Aboriginal students.

Funds for Aboriginal Education (Program 1.31)



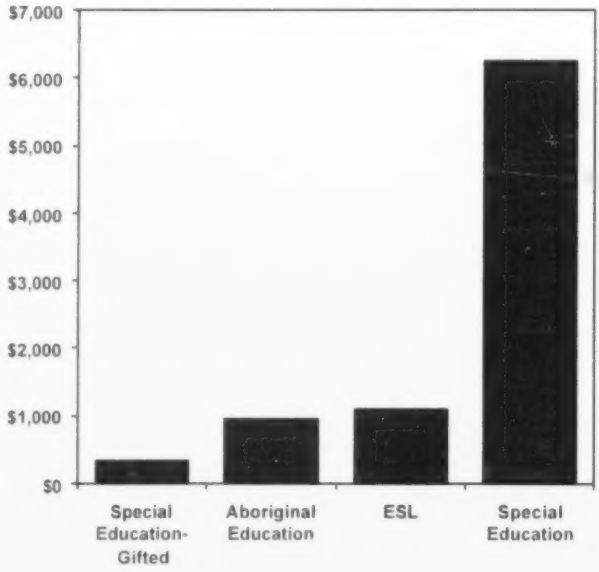
- The funding allocation is based on the number of Aboriginal students enrolled in Aboriginal Education Programs.

- Since 1995, Program 1.31 funds have been targeted for Aboriginal Education programs and cannot be diverted to any other programs.

- Aboriginal Education programs include the Aboriginal Language and Culture program, Aboriginal Support Services program, and other approved Aboriginal programs.

- While at provincial level, the bar chart shows an increase in Aboriginal Education funding, it should be noted that the number of students self-identifying as Aboriginal is also increasing.

Ministry Expenditure per Student for Selected Programs, 2000/01

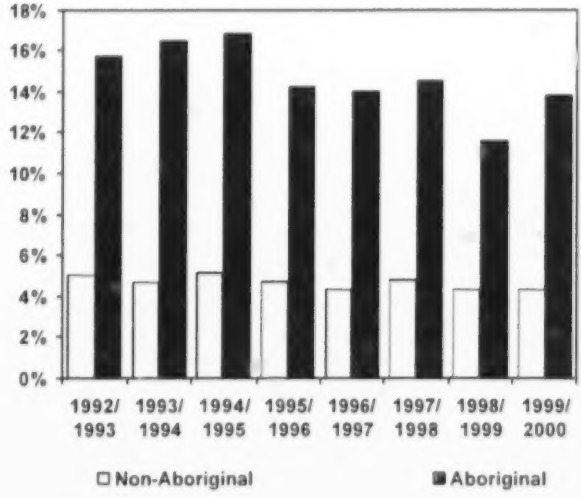


- The Ministry of Education funds a variety of programs to meet the needs of students.

- There are many kinds of intervention programs for students which address the unique needs of identified groups in the education system.

- Aboriginal Education funding is not large relative to the need.

Percentage of Grade 8 Students Not Progressing to Grade 9 the Following Year



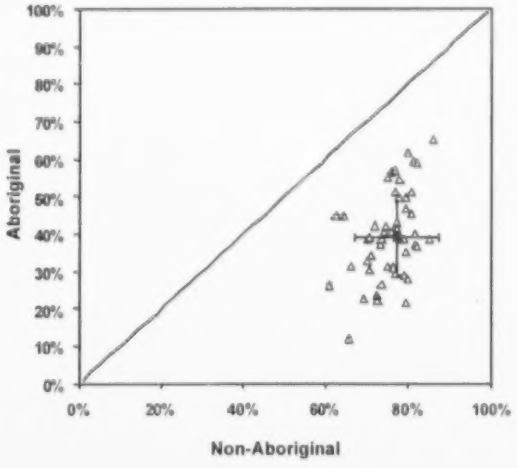
- The situation is improving at provincial level.

- At provincial level the percentage of Aboriginal students progressing to Grade 9 has increased 2% since 1992/1993.

- A small percentage of all students do not progress to Grade 9 in B.C. because they leave the province.

Percentage of 1994 Grade 8 Students Graduating Within 6 Years

(10 districts with small enrolments are not represented)



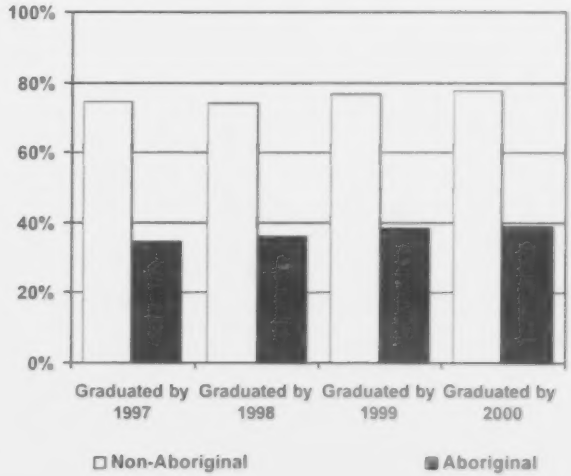
- Equity between the completion rates of Aboriginal students and Non-Aboriginal students would be attained if a district fell on the diagonal line.

- Districts demonstrate varied levels of inequity.

- Differences between the completion rates of Aboriginal students and Non-Aboriginal students range from 18% to 58%.

- In 3 districts inequity is less than 20% and in 5 districts inequity is 50% or higher.

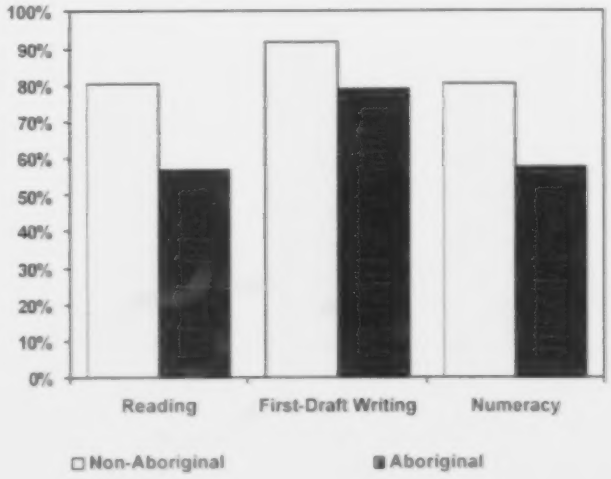
Percentage of Grade 8 students in 1991, 1992, 1993 and 1994 Graduating Within 6 Years



- At provincial level, the Aboriginal school completion rate increased from 34% in 1997 to 39% in 2000.

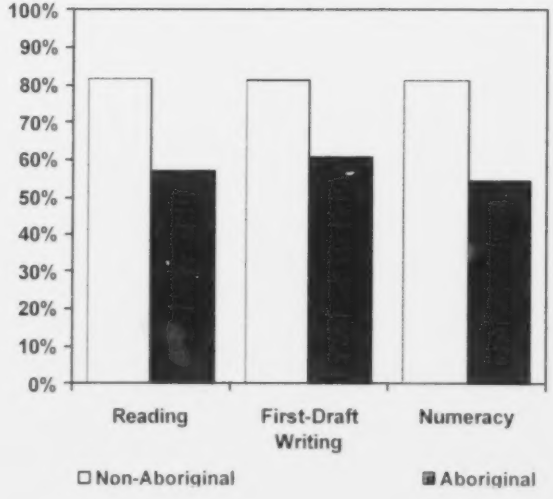
- At provincial level, the Non-Aboriginal school completion rate increased from 74% in 1997 to 77% in 2000.

Grade 4 Students Meeting Expectations for the 2000 Foundation Skills Assessment



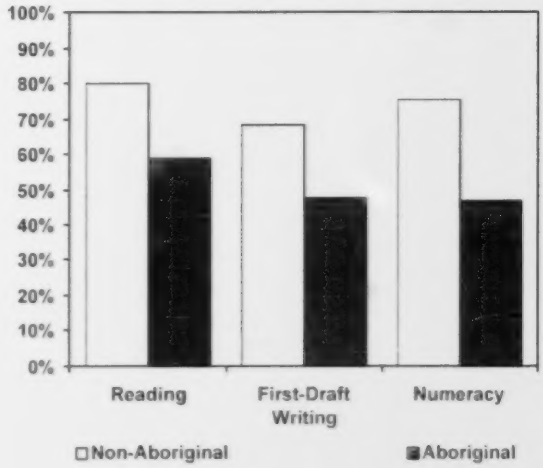
- **At Provincial level, Grade 4 Aboriginal student results on the 2000 Foundation Skills Assessment (FSA) are significantly lower than Non-Aboriginal student results.**

Grade 7 Students Meeting Expectations for the 2000 Foundation Skills Assessment



- **At Provincial level, Grade 7 Aboriginal student results on the 2000 Foundation Skills Assessment (FSA) are significantly lower than Non-Aboriginal student results.**

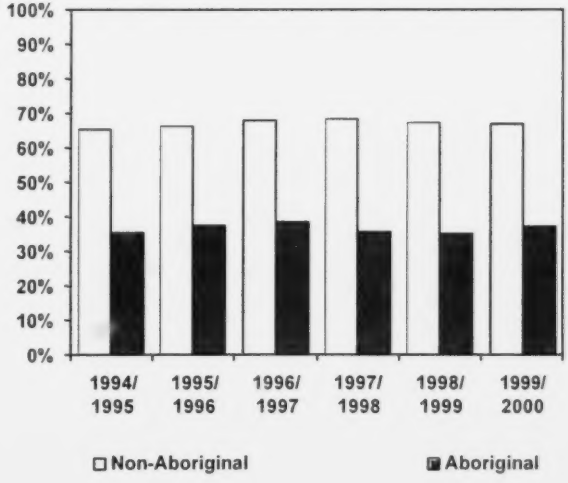
Grade 10 Students Meeting Expectations for the 2000 Foundation Skills Assessment



- At Provincial level, Grade 10 Aboriginal student results on the 2000 Foundation Skills Assessment (FSA) are significantly lower than Non-Aboriginal student results.

- Traditionally, participation rates for all students on Grade 10 assessments have been low, so results may be misleading.

Estimated Percentage of Grade 12 Students Who Took and Passed the English 12 Provincial Exam



- At provincial level in 1999/2000, 1186 out of 2735 Grade 12 Aboriginal students (43%) participated in the English 12 Provincial Exam.

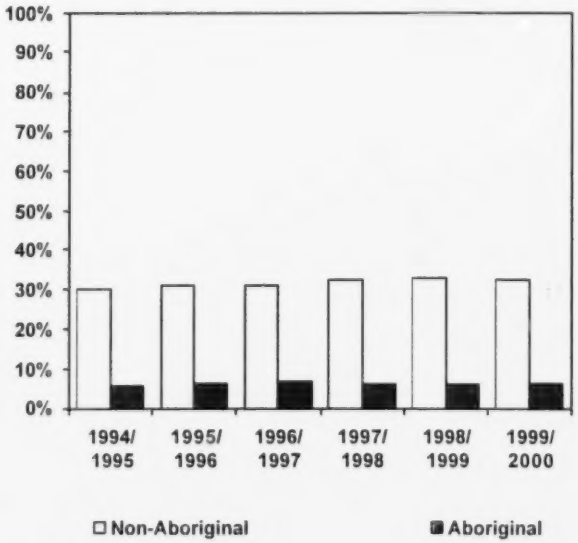
- At provincial level in 1999/2000, 38,724 out of 50,809 Grade 12 Non-Aboriginal students (76%) participated in the English 12 Provincial Exam.

- At provincial level in 1999/2000, 85% of participating Grade 12 Aboriginal students and 89% of participating Grade 12 Non-Aboriginal students passed the English 12 Provincial Exam.

- At provincial level, significantly fewer Grade 12 Aboriginal students took and passed the English 12 Provincial Exam than Non-Aboriginal students.

- English and Mathematics are both important for entry to Post Secondary Institutions.

Estimated Percentage of Grade 12 Students Who Took and Passed the Math 12 Provincial Exam



- At provincial level in 1999/2000, 235 out of 2735 (8.6%) Grade 12 Aboriginal students participated in the Math 12 Provincial Exam.

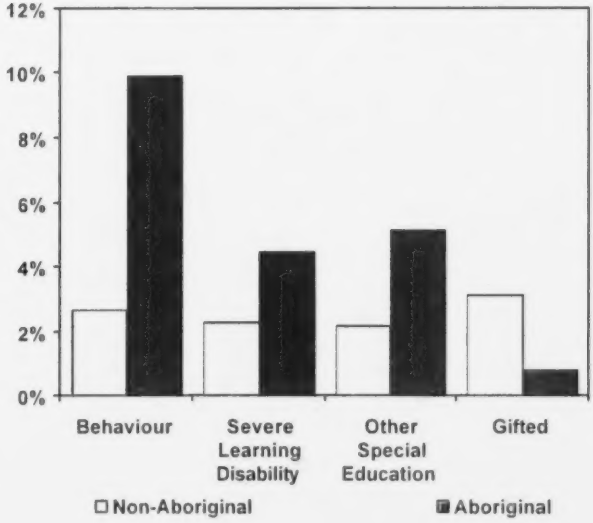
- At provincial level in 1999/2000, 20,307 out of 50,809 (40.0%) Grade 12 Non-Aboriginal students participated in the Math 12 Provincial Exam.

- At provincial level in 1999/2000, 73% of participating Grade 12 Aboriginal students and 84% of participating Grade 12 Non-Aboriginal students passed the Math 12 Provincial Exam.

- At provincial level, significantly fewer Grade 12 Aboriginal students took and passed the Math 12 Provincial Exam than Non-Aboriginal students.

- English and Mathematics are both important for entry to Post Secondary Institutions.

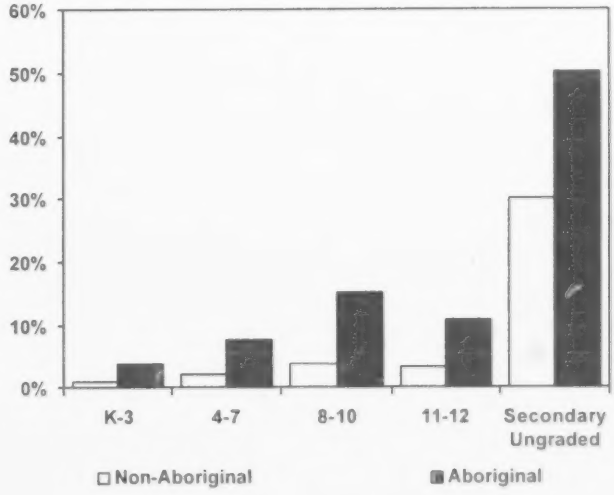
Percentage of Students Enrolled in Special Education, 2000



- **At provincial level, Aboriginal students are over-represented in all Special Education categories with the exception of the Gifted category.**

- **Many Special Education designations arise from preventable conditions.**

Percentage of Students Placed in a Behaviour Category, 2000



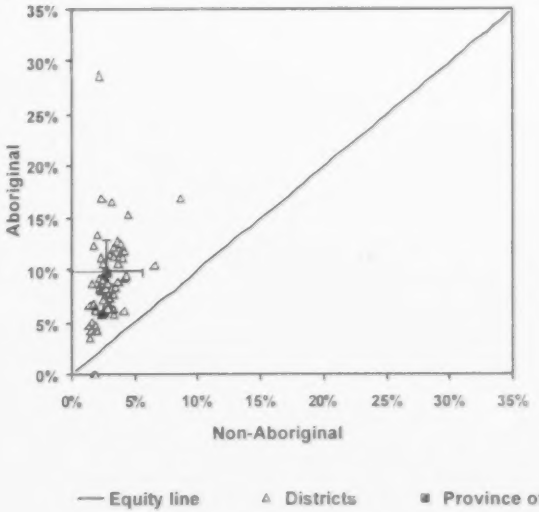
- At provincial level, Aboriginal students are over-represented in all Behaviour categories in each grade grouping.

- At provincial level, approximately 50% of Aboriginal students enrolled in Secondary Ungraded (SU) are placed in a Behaviour category.

- Secondary Ungraded students are those who are taking courses at a number of different grade levels and are not considered by school personnel to be in a specific grade level.

Percentage of Students Placed in a Behaviour Category, 2000

(2 Districts with small enrolments are not represented)

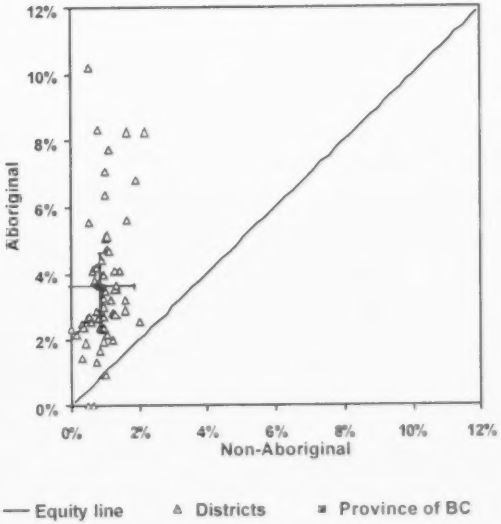


- In almost every district the percentage of Aboriginal students placed in a Behaviour category is greater than the percentage of Non-Aboriginal students placed in a Behaviour category.

- In 1999/2000, two districts had no Aboriginal students placed in a Behaviour category.

Percentage of Students Placed in the Severe Behaviour Category, 2000

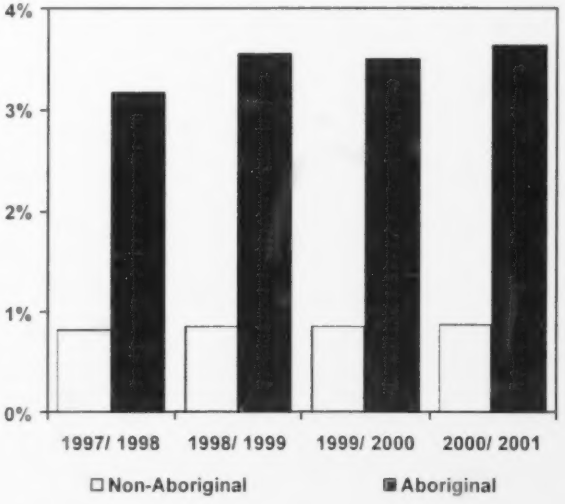
(2 Districts with small enrolments are not represented)



- In almost every district the percentage of Aboriginal students placed in the Severe Behaviour category is greater than the percentage of Non-Aboriginal students placed in the Severe Behaviour category.

- In 1999/2000, two districts had no Aboriginal students placed in the Severe Behaviour category.

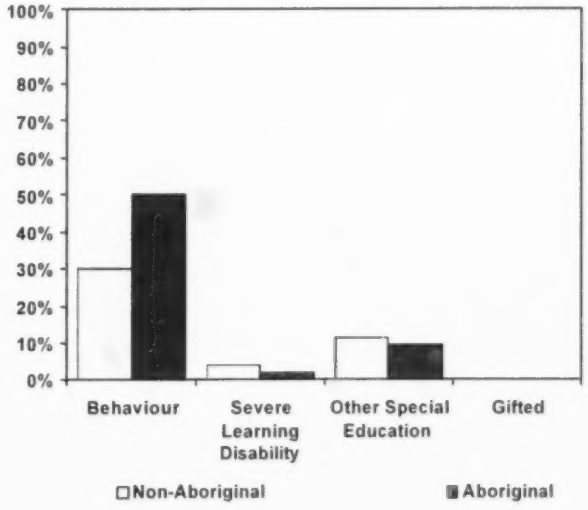
Percentage of Students Placed in the Severe Behaviour Category



- **At provincial level, Aboriginal students are four times as likely as Non-Aboriginal students to be placed in the Severe Behaviour category.**

- **Why?**

Percentage of Secondary Ungraded Students Enrolled in Special Education, 2000



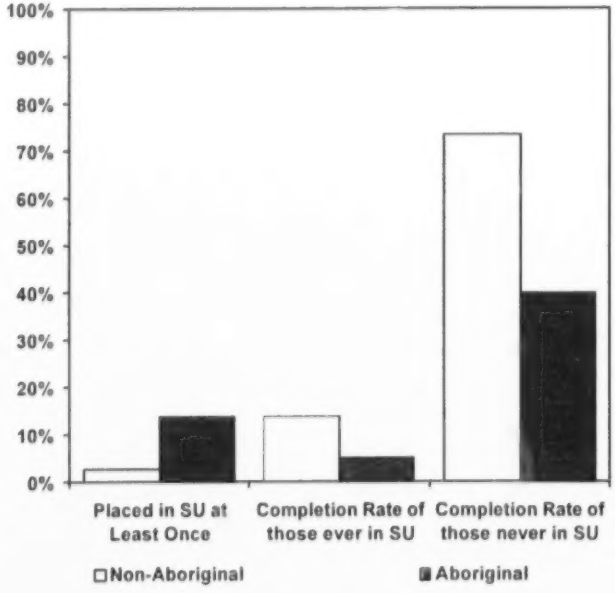
- Secondary Ungraded Aboriginal students are almost two times as likely as Secondary Ungraded Non-Aboriginal students to be placed in a Behaviour category.

- A greater percentage of Aboriginal students are placed in Behaviour Disorder Moderate and Behaviour Disorder Rehabilitation categories.

- A greater percentage of Non-Aboriginal students are placed in the Severe Learning Disability category and other Special Education categories.

- Neither Secondary Ungraded Aboriginal students nor Secondary Ungraded Non-Aboriginal students are placed in the Gifted category.

Secondary Ungraded (SU) Placement and Completion Rates of 1994 Grade 8 Students to 2000

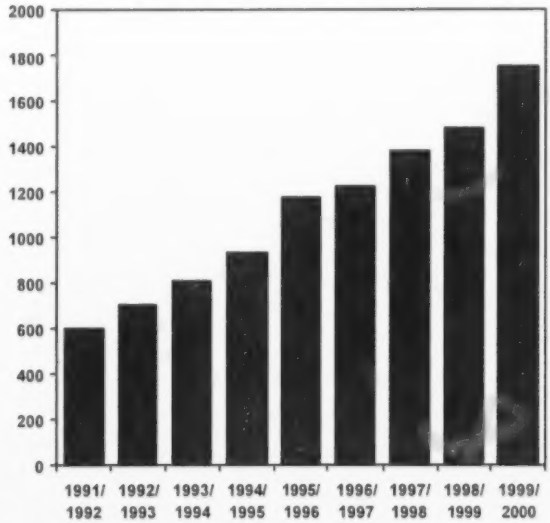


- Aboriginal students are five times more likely to be placed in SU at least once.

- The completion rate of those ever in SU is only 5% for Aboriginal students and 14% for Non-Aboriginal students.

- Students who have never been in SU are much more likely to graduate than students who have been in SU at least once.

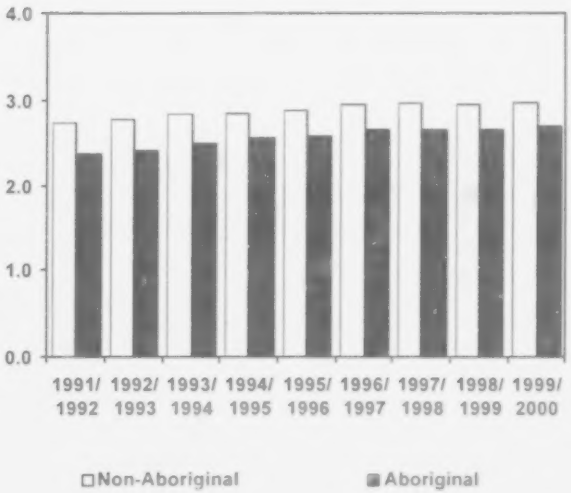
Number of Aboriginal Graduates (Dogwood Certificates)



- **At provincial level, the number of Aboriginal graduates is increasing.**

- **There was an 18% increase in the number of Aboriginal graduates from 1998/99 to 1999/00.**

Average GPA of Graduates (Dogwood Certificate)

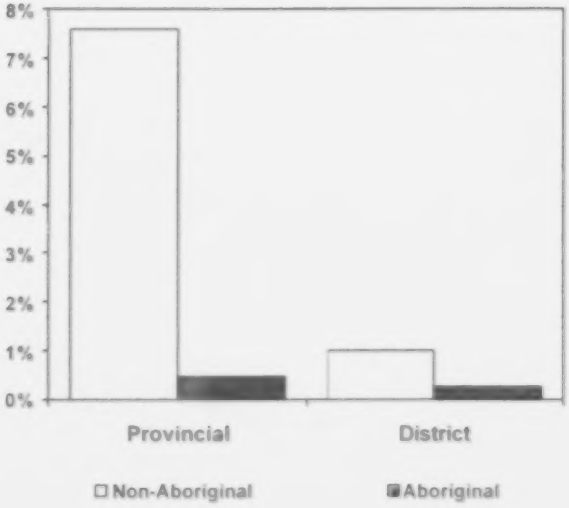


- A high GPA and proper course selection are important for entry to Post Secondary Institutions.

- At provincial level, the GPA for Aboriginal graduates is rising. The GPA for Non-Aboriginal graduates has leveled off.

- At provincial level, the gap between Aboriginal graduates and Non-Aboriginal graduates is narrowing.

Estimated Percentage of Former Grade 8 Students Awarded Provincial or District Scholarships, 2000



- Significant disparity is apparent in the rate at which Aboriginal students receive scholarships in comparison to Non-Aboriginal students.

- Aboriginal students require encouragement and financial assistance to succeed in post secondary education.

How can we improve this situation?

- Don't blame the children.
- Understand the complexities of racism—and actively oppose it.
- Ensure Aboriginal students are supported—and feel supported—by their families, their community, their peers, their teachers, administrators and counsellors.
- Ensure that the culture, history, and language of Aboriginal peoples are an integral part of the educational experiences of all learners in B.C.
- Use the school accreditation process to carefully monitor the academic and social progress of Aboriginal students; include goals for Aboriginal students in School Growth Plans.
- Find out what makes school a successful experience for Aboriginal students and share the results.
- Be aware that most solutions require active cooperation between parents, communities and all levels of the education system.
- Care.

Page 2 — Percentage of Students in B.C. Public Schools Who Identify Themselves as Aboriginal

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01
Provincial Percentage	4.5%	4.8%	5.1%	5.4%	5.7%	5.9%	6.1%	6.4%	6.8%	7.2%	7.5%

Page 3 — Percentage of Births to School Age (15-19 years) Females

Provincial Percentages	1991	1992	1993	1994	1995	1996	1997	1998
Status Indian	11.6%	12.1%	10.9%	11.3%	11.2%	10.5%	10.2%	9.9%
Total B.C.	2.4%	2.4%	2.2%	2.2%	2.2%	1.9%	1.7%	1.6%

Page 4 — Number of Students Who Identify Themselves as Aboriginal

Provincial Numbers	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01
Not On Reserve	24279	26933	28550	30654	32077	34740
Status On Reserve	10798	10427	11124	10998	11465	11341
Independent Schools	857	884	842	918	849	821
Band Schools	5464	5123	4866	4826	4815	4826

Page 5 — Distribution of Aboriginal Students in Public Schools, by Region, 2000

Provincial Numbers	Lower Mainland	North	Southern Interior	Island/South Coast
	32,184	11,956	11,182	18,167

Page 6 — Percentage of Public Schools with Different Percentages of Aboriginal Students, 2000

	Percentage Aboriginal				
	Less Than 5%	5% to 10%	10% to 15%	20% to 49%	50% to 100%
Provincial Percentage	49.4%	21.6%	13.4%	11.7%	3.8%

Page 7 — Secondary School Progress: Students in Grade 8 in 1994

Provincial Percentages	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Dogwood
Non-Aboriginal	100%	99%	96%	95%	89%	77%
Aboriginal	100%	93%	87%	75%	60%	39%

Page 8 — Secondary School Progress: Students in Grade 8 in 1994 by Gender

Provincial Percentages	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Dogwood
Non-Aboriginal Females	100%	100%	99%	97%	91%	83%
Non-Aboriginal Males	100%	98%	96%	93%	87%	74%
Aboriginal Females	100%	93%	86%	78%	62%	42%
Aboriginal Males	100%	93%	86%	74%	58%	36%

Page 9 — Funds for Aboriginal Education Program 1.31 ($000s)

	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01
Province Funding	$20 932	$25 482	$27 522	$30 257	$33 100	$34 605	$36 330	$36 986	$38 780	$40 969

Page 10 — Ministry Expenditure per Student for Selected Programs, 2000/01

	Gifted	Aboriginal Education	ESL	Special Education
Provincial Funding	$352	$865	$1 113	$1 275

Page 11 — Percentage of Gr. 8 Students Not Progressing to Gr. 9 the Following Year

Provincial Percentages	92 to 93	93 to 94	94 to 95	95 to 96	96 to 97	97 to 98	98 to 99	99 to 00
Non-Aboriginal	5.0%	4.7%	5.2%	4.7%	4.3%	4.6%	4.3%	4.3%
Aboriginal	15.8%	16.5%	16.6%	14.3%	14.0%	14.5%	11.6%	12.5%

Page 12 — Percentage of Grade 8 Students in 1991, 1992, 1993 and 1994 Graduating Within 6 Years

Provincial Percentages	1991 Gr. 8 students Graduated by 1997	1992 Gr. 8 students Graduated by 1998	1993 Gr. 8 Students Graduated by 1999	1994 Gr. 8 Students Graduated by 2000
Non-Aboriginal	74%	74%	77%	77%
Aboriginal	34%	35%	36%	35%

Pages 14-16 — Students Meeting Expectations for the 2000 Provincial Assessment

Provincial Percentages	Grade 4 Reading	Grade 4 Writing	Grade 4 Numeracy	Grade 7 Reading	Grade 7 Writing	Grade 7 Numeracy	Grade 10 Reading	Grade 10 Writing	Grade 10 Numeracy
Non-Aboriginal	89%	80%	80%	82%	81%	81%	80%	68%	75%
Aboriginal	57%	78%	58%	57%	61%	55%	59%	46%	47%

Page 17 — Estimated Percentage of Grade 12 Students who Took and Passed the English 12 Provincial Exam

Provincial Percentages	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Non-Aboriginal	65.3%	66.2%	67.8%	68.0%	67.2%	67.9%
Aboriginal	35.3%	37.4%	38.6%	35.5%	35.1%	36.9%

Page 18 — Estimated Percentage of Grade 12 Students who Took and Passed the Math 12 Provincial Exam

Provincial Percentages	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Non-Aboriginal	30.3%	31.1%	31.3%	32.4%	32.9%	32.4%
Aboriginal	5.8%	6.3%	6.8%	6.1%	6.1%	6.5%

Page 19 — Percentage of Students Enrolled in Special Education, 2000

Provincial Percentages	Behaviour	Severe Learning Disability	Other Special Education	Gifted
Non-Aboriginal	2.8%	2.3%	2.1%	3.1%
Aboriginal	8.9%	4.4%	5.1%	0.8%

Page 20 — Percentage of Students Placed in a Behaviour Category, 2000

Provincial Percentages	K-3	4-7	8-10	11-12	Secondary Ungraded
Non-Aboriginal	1.1%	2.2%	3.8%	3.3%	30.1%
Aboriginal	3.8%	7.7%	15.1%	11.0%	50.2%

Page 23 — Percentage of Students Placed in the Severe Behaviour Category

Provincial Percentages	1997/98	1998/99	1999/00	2000/01
Non-Aboriginal	0.8%	0.8%	0.8%	0.9%
Aboriginal	3.2%	3.6%	3.5%	3.6%

Page 24 — Percentage of Secondary Ungraded Students Enrolled in Special Education, 2000

Provincial Percentages	Behaviour	Severe Learning Disability	Other Special Education	Gifted
Non-Aboriginal	30.1%	3.7%	11.2%	6.8%
Aboriginal	50.2%	1.9%	8.4%	0.9%

Page 25 — Secondary Ungraded (SU) Placement and Completion Rates of 1994 Grade 8 Students to 2000

Provincial Percentages	Placed in SU at Least Once	Completion Rates of those: ever in SU	never in SU
Non-Aboriginal	2.7%	13.8%	73.3%
Aboriginal	13.7%	5.2%	39.9%

Page 26 — Number of Aboriginal Graduates (Dogwood Certificates)

Provincial Numbers	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Aboriginal Graduates	600	705	810	933	1179	1226	1350	1463	1755

Page 27 — Average GPA of Graduates (Dogwood Certificate)

Provincial Percentages	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00
Non-Aboriginal	2.73	2.78	2.83	2.85	2.88	2.90	2.96	2.96	2.97
Aboriginal	2.37	2.42	2.50	2.56	2.58	2.69	2.65	2.64	2.69

Page 28 — Estimated Percentage of Former Grade 8 Students Awarded Provincial or District Scholarships, 2000

Provincial Percentages	Provincial Scholarships	District Scholarships
Non-Aboriginal	7.81%	0.85%
Aboriginal	0.46%	0.25%